11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

heaven, *samāy*, the abode of supernatural beings and the souls of the dead. The earth is seen as flat, though some believe its shape to be square, others think it is round like a disc, and still others imagine it to extend without limit. That the terrain of Ethiopia is so obviously not flat is explained by reference to the great flood, after which the parts which dried quickly became highlands (*dēgā*), the parts slow to dry becoming lowlands (*qolā*). The peasant explains the greater heat of the lowlands by saying that they receive less wind than the highlands.

Beneath the earth's surface is an obscure area called *maq*, a depth to which the bodies of evildoers drop after burial. There is also a large subterranean ocean, *weqniyānos*, into which all the rivers and lakes on earth descend. The earth itself is held up, according to some, by a Y-shaped piece of wood; according to others, by two serpents; still another view is that no support is needed other than the will of God, as the saying indicates:

> Ay, My God! Lord who stretched forth the heavens without a pillar, and the earth without tent-pegs.

The rotation of the sun *above* the earth causes the alternation of night and day. The imagery of this rotation is that of someone going home at night and coming out in the morning. Attitudes toward the sun are quite ambivalent. The sun is appreciated for dispersing the morning chill and for causing seed to germinate, but it is feared as a source of sickness and death.*

The moon is highly regarded, which is probably a vestige of pre-Christian moon worship. At the Ethiopian latitude the moon is functional, for its bright illumination facilitates night travel, especially desirable in the hotter regions. Beyond this, the moon is considered a powerful agent. It is chief of the sky, commander of an army of stars and it is the force which causes crops to grow after the sun has brought forth seedlings.

In the heavenly realm there are two regions located on either side of God's dwelling-place. To the right is an area where good souls repair for an eternity of ease after being judged shortly after the death of their bodies. Known both as the "kingdom of heaven" and "paradise"—terms which refer to quite different spheres in the Orthodox cosmology but are fused in the vulgar mind—it is regarded as a home where food and clothes are plentiful and freely distributed. To the left is the place where wicked souls are taken by the devil to be scorched eternally in the fire of Gehenna, also called *Si'ol* (again a fusion of concepts which are distinct for the learned). This treatment of the damned is made worse by alternate dippings in icy water, though some believe that the wicked souls get a respite from their tortures on weekends.

---

* The TAT's revealed a great dread of the sun; nearly every respondent interpreted one or another of the cards in terms of the sun's dangerousness.

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

As for the beginning and end of the world, all Amhara believe that the world was created at one time by the will of God. When the eighth millennium arrives, moreover (A.D. 2508), God will bring about a major upheaval, either destroying the world completely or, as others believe, turning it upside down. According to the latter view, all those who live at that time will perish, while those who died first in the world's history will return to life, to a time of renewal, when a little grain will go a long way and the milk of one cow will nourish a multitude.

The Amhara peasant's view of nature is matter-of-fact. There are a few traces of animism, such as the association of certain kinds of trees with holy places and the belief that whatever is planted on the monthly commemoration of Christ's birth will dry up and die. There are a few touches of aesthetic appreciation, such as the peasant's wonderment over a remarkable view when it is thrust upon him and his desire, when feasible, to locate his home in an attractive locale. But there is certainly no idealization, religious or secular, of the great outdoors. The peasant much prefers to get out of the bright sunshine and rest in the dark, smoky interior of his hut. When he sits gazing over the hills and slopes of his gorgeous country, he is probably counting his livestock or noticing how the grain is growing.*

The Amhara peasant's life is so much a part of nature that he does not view it as a separate category of experience; there is no word for "nature" in his vocabulary. Nor is there a sense that the things of nature have minds or laws of their own. Nature is simply the passive agent of God's rewards and punishments; for example, the man who fails to keep the Orthodox fasts will find that his crops are ruined.

For his part, the peasant's adjustment to nature is a straightforward practical one. He has no drive to conquer or to be master over nature; he has no inclination to fuse or lose himself in nature; he has no need to keep nature in equilibrium through a system of rituals. His perception of natural objects is in terms of what will assist or hinder eking out a subsistence. The farm animals are his friends, and must be taken care of properly or else they will die and he will be without their help. The wild beasts are his enemies, and they must be guarded against or else they will eat his crops, his livestock, or himself. The fields must be plowed at the right time each year or the bins will become empty, and knowing the right time depends upon a sufficient knowledge of weather to judge the coming of the various kinds of rain.

Thus, the motif in the Amhara peasant's orientation toward nature is to get what one can out of what nature readily provides, neither neglecting one's responsibilities to keep things running as nature requires, nor inflicting any

* All the TAT respondents interpreted card No. 4, showing two men sitting on a ridge overlooking a natural panorama, in terms of taking care of the grazing animals and becoming wealthy.

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

people everywhere with plenty of food and drink, the Amhara outlook would see in such a condition the prelude to mass civil war.

The Good Life

When asked what is their chief goal in life, Amhara peasants frequently respond with the expression *sarto mablāt* ("having worked, to eat"). This response says many things. It reflects their constant preoccupation with the need to eat. It suggests that having enough to feed oneself, one's family, and one's guests is the farthest horizon toward which the peasants normally aspire. It also implies that in order to eat one should work by the sweat of his brow; it praises independence and self-reliance.

In raising their children Amhara peasants consciously strive to prepare them for making a living on their own. It is shameful to be dependent on others. It is worse yet to steal. Parents instill in their children a dread of becoming a thief. To be called *lēbā*, or "thief," is—except when in fun—a terrible insult. Stealing is felt to be somewhat worse than murder. In a survey of forty rural Amhara youths asked to name the six worst actions in the eyes of the local populace, eighty-five per cent mentioned stealing, and often under two or three different names; while only sixty per cent mentioned killing, and this answer was sometimes qualified as "killing without justification" or "killing by means of poison." One peasant commented on this question by observing, "You never kill a man unless he has done something wrong; but stealing, that is the sin."

The concept of *sarto mablāt* further implies that work is good. It expresses admiration for the industrious farmer. A majority of our TAT respondents preferred that one among twenty-five cards which showed a peasant hard at work in the fields. Agricultural work is idealized in Abyssinia because it promotes the virtues of independence and honesty. If fate concurs, it may even lead to wealth. And in any case it trains and shows one to be *guabaz*, a hero in man's work, for it is no small feat to toil from dawn till moonlight in the busy seasons or half a day on an empty stomach on fasting days.

Nevertheless, those observers are not wholly wrong who speak, like Griaule, of "the little penchant for work among the people."[18] Status considerations keep the Amhara from making a fetish of work as such. He looks down on the work of artisans because of their association with the evil eye. He avoids when possible unskilled manual labor, for traditionally that has been relegated to slaves or servants from "inferior" tribes. Work for wages is likewise deemed undignified. If one must work for someone else, it should be in the context of a more personal relationship—as a retainer, for example. Women are especially sensitive about this and much prefer to serve a man as his temporary wife than as a salaried housekeeper. Finally, although the peasant aspires "to eat, having worked," he is not wholly impervious to the appeal of the more

11:Levine Z-4;5 (1958-1961)1965 MP5 Amhara MP5

cate that boys sometimes borrow the certificates of more successful friends and enter jobs under those assumed names. Often they live for many months with no livelihood at all. Eventually, some find work as houseboys, shine shoes, or peddle merchandise on the streets; others, on an impulse, sign up for life in one of the military services. Still others are reduced to begging, or stealing, or concocting stories with which to extract help from sympathetic foreigners.

The lives of such boys, whose number is large and steadily growing, are among the chief casualties of Ethiopia's transition to date. As they increase, their misery will become more vocal, and they may constitute an element of political unrest. Whether or not they become a political problem, they are already a social problem.

The modern adolescents, by contrast, comprise a small and determinate number.* In 1958–59, the year in which my research on them began, there were all together about 3,900 students in the academic secondary schools, 3,350 in other special schools at the secondary level, and 760 students at the post-secondary level. One source of information on these students was a questionnaire which was completed by 700 students: 500 at the secondary level, including 40 female students, in a total of 15 schools, and 200 male students in five colleges.[12] Some of the findings from this survey will be woven into the following text where appropriate.

Compared to the rest of their countrymen, and certainly those of the same age, the modern adolescents have lived in luxury. Most students at the secondary level, and all those at the college level, have been boarding students. At no cost to themselves or their parents, they have received full board and room, a token allotment of clothes, and their books. Day students have received instead a monthly allowance of Eth$20,† approximately the same amount that unskilled laborers earn for full-time work. Tuition is also free for all full-time Ethiopian students at all levels.

These "welfare school" conditions were designed to make further education attractive and possible for Ethiopian students, nearly all of whose families either can not or are unwilling to support their children for many years in school. In this, the parents are following long established Amhara custom, for in the traditional society boys who went off to church schools often did so, as we have seen, without the support of their parents, and in any case were expected to gain their livelihood by begging. Nowadays, if their children are admitted to one of the government secondary schools, even tradition-minded

---

* And one that grows steadily. In 1958 there were twenty-eight government secondary schools in the empire. By 1964 the number had increased to forty-seven.

† One Ethiopian dollar is equal to (U.S.) forty cents.

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5
Ethiopia MP1

TABLE 2 [P. 114]

ETHNIC AND RELIGIOUS AFFILIATIONS OF ETHIOPIAN SECONDARY AND COLLEGE STUDENTS

E 563 873 795 A 873 795

Ethnic Group	Percentage	Religious Group	Percentage
Amhara	55	"Orthodox"	67
Tigre	22	"Protestant"	6
Galla	15	"Catholic"	5
Gurage	4	"Christian"	15
Others*	4	Total Christian	93
		Muslim	4
		Others†	3

* Adari, Somali, Danakil, Wollamo, Kambata, Mensa, etc.
† Baha'i; agnostic; "no religion"; etc.

COMMENTS:

E A [125] [128]

1. The ethnic figures must be regarded with some caution, since as many as 17 per cent of the 700 respondents failed to answer the question. It is difficult to know whether this is due primarily to the reluctance of non-Amhara students so to identify themselves, even anonymously; to the general sensitivity about mentioning anything directly related to the "tribal question"; or simply to misunderstanding of the question. I suspect that the first-named factor may not be the most important. At any rate, if one compares the secondary school replies, in which 20 per cent failed to indicate their ethnic identification, with the college replies, in which only 10 per cent failed to do so, the greater percentage of response among the latter is accompanied by a slight *increase* (53.3 to 56.7 per cent) in the Amhara category.

   The figures on religious affiliation are more reliable, since only 3 per cent of the entire sample failed to answer that question.

2. Fifteen per cent of the students who indicated their ethnic affiliations are the offspring of mixed marriages, nearly two-thirds of which were between Amhara and Galla. These students were entered in the above classification according to the ethnic group of the father.

3. The students were also asked to indicate whether their own religion differed from that of their parents. *Ten per cent indicated such a change.* Of these, 28 per cent became agnostic or indicated "no religion"; 25 per cent converted to Protestantism; 17 per cent to Catholicism; 18 per cent went from "Orthodox" to "Christian" (which probably means to Protestantism in most cases); and 7 per cent changed to Baha'i.

E 563 873 872 162 A 872 873 162 E A 162 795

4. A comparison with the ethnic and religious composition of the country as a whole naturally suggests itself. Unfortunately, national figures have not yet been calculated to any comparable degree of reliability. If one refers to the crude estimates in common currency, certain disproportions are readily apparent.

   Thus, the Amhara proportion of the national population has been estimated at 25 to 30 per cent. It is clear that they are disproportionately represented in the school system; but not so greatly as has been at times alleged. In view of the statistics and considerations presented above, it would seem that 50 per cent is the upper limit of enrolment by "pure Amhara" in the post-elementary schools.

   The disproportions with regard to religious affiliation speak for themselves. The most recent published estimates are: Ethiopian Orthodox, 35 per cent; Muslim, 35 per cent; pagan, 25 per cent; other, 5 per cent. (Lipsky, *Ethiopia* [New Haven: Human Relations Area Files Press, 1962], p. 101.)

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

*883 815 178 177 "superstitious" beliefs about the world. Concerning this latter issue we are fortunate to have a substantial study carried out by Dr. Edith Lord during 1956–57—a study of the beliefs of some 1,250 Ethiopian students and teachers.[22]

[125] The subjects of this study were asked to mark as true or false a list of 132 unscientific beliefs commonly held by Ethiopians. These beliefs dealt with nature and devils, health and disease, danger and death. In spite of a measurable trend toward increased disbelief in the unscientific statements as the level of schooling increased, it was found that a significant number of these statements were accepted by a majority both of the post-elementary students and of the Ethiopian teachers. Thus, 56 items were believed by half or more of the 451 secondary students in the sample; 34 items by half or more of the 96 teachers; 9 items by half or more of the 61 student nurses and first-aid workers; and 6 of the items by half or more of the 29 college freshmen. Table 9 shows some of those unscientific beliefs most commonly subscribed to by secondary school students. These particular items are of interest for two additional reasons. The first five of them were among the beliefs held by *a majority of the twenty-nine college freshmen.* The first and the last, moreover, are among those items which showed an *increasing* frequency of belief with an increase in education, from the first four primary grades, through the second four grades, to the secondary level.

TABLE 9

UNSCIENTIFIC BELIEFS ACCEPTED BY SECONDARY STUDENTS

Item No.	Belief	Percentage of Secondary Students Holding the Belief
53	Certain mineral waters can cure stomach trouble by causing a person to vomit worms, sometimes frogs or toads	88
35	There are some skillful persons who can summon the devil at will	87
102	Too much charity leads to madness	74
58	A child will grow better if the nerves are removed from under his back teeth	68
84	If you go into a room which has been closed for a long time, you will be attacked by Satan	57
78	A man who has skill in stopping rains must not eat or drink while he is performing the ceremony to stop rain, or he will be unsuccessful	64
	Number	(451)

[125] In my own questionnaire, administered three years after Dr. Lord's re-

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

search and only to the highest grades of secondary school and college, three questions regarding unscientific beliefs were included. In a pilot study of sixty secondary school seniors and juniors, 42 per cent held the belief that "a person can be made sick by the evil eye of a *budā*," and 33 per cent believed that "too much learning results in madness." To the one question asked of my entire sample: "Do you believe that some learned *dabtarā* can cause rain to fall or stop?," 16 per cent of 500 secondary and 7 per cent of 200 college seniors and juniors said "Yes."

This persistence among the educated youth of traditional beliefs which run counter to the consensus of modern scientists has been attributed by Lord to the inadequacies of the Ethiopian school system. This is as might be expected, inasmuch as most Ethiopian teachers have had relatively little education themselves and the curriculum has necessarily been somewhat improvised and incomplete. Officials of the Ministry of Education have labored to overcome these deficiencies, and certain changes were in fact made in consequence of Lord's study which aim at combating the more dysfunctional of the prevailing superstitions.

It seems likely, however, that certain irrational dispositions are also involved here, dispositions to maintain the unscientific beliefs in spite of improvements in teaching methods and materials. One would predict this on the basis of general sociological understanding of the consequences of rapid social change. The disruption of the traditional belief systems brought about by the sudden dissemination of scientific beliefs inevitably creates insecurity, and a common reaction to such insecurity is to cling with increased tenacity to some of the old-fashioned beliefs which are closely identified with the traditional culture.[23]

One area in which this defensive "revivalism" can be observed in Ethiopia is that of medicine. Many Ethiopians who have received modern secondary education maintain that Western medicine, while useful in many cases, represents only one possible approach to the problem of sickness and health.[24] Thus, fifty-seven per cent of the secondary students questioned asserted that traditional Ethiopian medicines are effective all or most of the time, although such therapies include the eating of rancid butter to cure malaria or drinking holy water to cure serious functional disorders. Dr. Lord herself has reported an episode which throws much light on the psychology of this reaction:

> An Ethiopian colleague, a former teacher, warned me against drinking water in a certain provincial town on penalty of my catching malaria. He was challenged thus: "You are one of the better educated persons in Ethiopia; don't you know the cause of malaria?" He quickly, and eruditely, gave all the known scientific facts about malaria. Then he added, "You people from the United States (and the United Nations) think that this (the scientif-

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

ing support this permissiveness. If a baby is not suckled whenever he wishes to be, it is believed that he will become sick or will not grow strong, and the negligent mother is looked on as one of evil character.

Not only is the infant's desire to suck freely indulged, but it is indulged for a fairly long time. The normal period for breast-feeding is two to three years. Only if a new sibling happens on the scene is weaning deliberately effected. If another child is not forthcoming, and the mother is not ill, there is no inclination at any time to deny the child the breast. In many cases nursing continues until the child is four or five, when his work obligations begin to interfere.

The attitude of oral permissiveness is manifest in other ways. Thumb-sucking is accepted with good humor, and when a baby is in a bad mood he may be given his father's or mother's thumb to use as a pacifier. Though Amhara are otherwise very modest, mothers do not hesitate to offer the breast no matter where they happen to be. When referring to the process of breast-feeding, Amhara males invariably cup one hand under an imaginary breast to depict this common and natural event. When speaking to persuade a guest to accept a second glass of beer, the Amhara host has recourse to the formula: "But your mother's breasts are two!" Another indication that breast-feeding is a very familiar part of the Amhara's social environment is that in interpreting the TAT cards, a number of respondents interpreted some scene with children as a situation of breast-feeding, although this was not depicted on any of the cards.

The emotional context of breast-feeding is more significant than the physical pleasures involved. Until he leaves the breast the Amhara child inhabits an emotional paradise. He receives much attention and is fondled by both parents and by other relatives. He remains close to his mother at all times, sleeping alongside her at night and spending the day near her when not tied in a bundle on her back. He accompanies her thus to visit relatives, attend market, or go to church. Only when the mother goes to fetch water is he separated from her, for there is not room for both baby and water jug on the mother's back, and besides, water holes are the abodes of evil spirits who may try to make the child sick.

After he is weaned, the Amhara child enters a much harsher emotional atmosphere. He must adjust to a regime of commands, responsibilities, and punishments. He is nostalgic forever after for the warmth and security of his earliest years, a condition vividly associated with the experience of sucking at the breast. The prominence in Amhara culture of this association of emotional security with breast-feeding is shown by such phenomena as the mammary symbolism of the rooftop and the institution known as the "breast-father." The former consists of a clay ornament, whose color and shape clearly replicate the female nipple, which is placed atop the breast-like conical roof which

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

43. E. Combes and M. Tamisier, *Voyage en Abyssinie* (4 vols.; Paris, 1843), III, 342, call Gondar "une ville de plaisirs." Eduard Rüppell, *Reise in Abessinien* (2 vols.; Frankfurt am Main, 1838–40), II, 190, speaks of the Gondarēs' "grenzenlosen Liederlichkeit."
44. Trimingham, *Islam in Ethiopia* (London: Oxford University Press, 1952), p. 104.
45. Rüppell, *op. cit.*, II, 132.
46. Isenberg and Krapf, *op. cit.*, p. 287.
47. "Menelik's conquests," of course, were won for the most part by trusted generals, who were men from all parts of Ethiopia.
48. The figure is from a local census made by the Gondar Public Health College around 1958.
49. The Ethiopian Election Board listed 88,000 families and a registration of 35,000 voters in Manz in 1957. The figures are probably exaggerated.
50. The regional association will be discussed further in chapter vii.
51. "The Integrative Revolution: Primordial Sentiments and Civil Politics in the New States," *Old Societies and New States*, ed. C. Geertz (New York: Free Press of Glencoe, 1963), pp. 105–57.
52. "Ansprache an die Mitglieder des Vereins B'nai B'rith," *Gesammelten Werke*, XVII, 51–53.
53. *Ibid.*, and *Collected Papers*, V, 174.

CHAPTER 3: *The World of the Amhara Peasant*

1. Ernest Luther, *Ethiopia Today* (Stanford, Calif.: Stanford University Press, 1958).
2. The general methodological problem involved here is discussed in Hugo Engelmann, "The Activity Bias of Ethnography and the History of Society," *Anthropological Quarterly*, XXXIII (July, 1960), 158–63.
3. The TAT cards designed for use in Ethiopia were originally prepared by Dr. Edith Lord, US/AID, in connection with her own research there. The data on which the present study draws were obtained by administering twenty-five cards to a sample of twenty young Amhara in Manz—seventeen males and three females—ranging in age from sixteen to twenty-five years.
4. Cf. Samuel Alamayahu, "The Game of Gänna," *University College of Addis Ababa Ethnological Society Bulletin*, No. 9 (1959), pp. 9–28.
5. Cf. Akalou Wolde Michael, *"Buhe," UCAA Ethnological Society Bulletin*, No. 7 (1957), pp. 57–64.
6. Simon Messing, "Group Therapy and Social Status in the Zar Cult of Ethiopia," *American Anthropologist*, LX (December, 1958), 1120–26. More extensive discussion of the *zār* may be found in Messing, "The Highland-Plateau Amhara of Ethiopia" (unpublished Ph.D. dissertation, University of Pennsylvania, 1957), and Michel Leiris, *La possession et ses aspects théâtraux chez les Éthiopiens de Gondar* (Paris: Plon, 1958).
7. This section draws on material previously published in D. Levine, "On the